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ABSTRACT

The purpose of this Child Development Associate (CDA) training module is to enable trainees to recognize and correct unsafe and unhealthy conditions in the preschool setting. After completing this module the trainee will be able to provide appropriate light, temperature and ventilation in the preschool. The trainee will be able to appropriately correct or recommend for correction those conditions in the physical environment which do not meet state and local standards for health and safety. Instructional and behavioral objectives for learning activities are given. The teacher's materials include an instructor's activity outline, a set of instructor's directions, and an activity scoresheet. The student's materials include an activity list, a glossary, a unit overview, and instructional materials such as welfare regulations for licensed centers and environment assessment guidelines. Directions for student activities are provided along with scoresheets and observation forms. (Author/RH)

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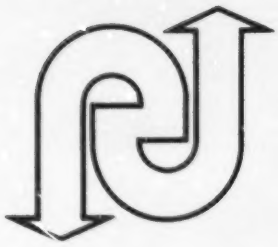
CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT I

HEALTH AND SAFETY IN THE CLASSROOM

Module 1

PLANNING THE PHYSICAL ENVIRONMENT OF THE CLASSROOM



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School District of Philadelphia

THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit I

Health and Safety In The Classroom

Module I

Planning the Physical Environment of The Classroom

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A Joint Project of: Community College of Philadelphia
Research For Better Schools, Inc.
School District of Philadelphia

Unit I

Module 1

Unit I

HEALTH AND SAFETY IN THE CLASSROOM

Module 1

Planning the Physical Environment of The Classroom

PURPOSE OF MODULE

To instruct the trainees in these areas: To recognize unsafe or unhealthy conditions in the preschool setting (including but not limited to, conditions that represent a violation of state laws); to know the reasons for adhering to state and other standards; and to have some idea how to go about correcting unsafe or unhealthy conditions.

COMPETENCIES

The trainee is able to provide the appropriate light, temperature and ventilation to foster healthy conditions for young children.

The trainee is able to make the appropriate corrections or recommendations for corrections in they physical environment which meet state and local standards for health and safety.

Unit I

Module 1

Module I: Planning The Physical Environment
(Unit 1)

Instructional Objectives	Behavioral Objectives
A. Trainee will know appropriate amount of light, air and heat required for a healthy environment.	1. Given a series of 10 pictures, the trainee will select #1 as an example of an inadequately lighted and ventilated room. 2. Given the imaginary condition of a windowless room, the trainee will note on the form provided that this condition violates state standards. 3. Given the imaginary condition of an unheated room, the trainee will note on the form provided that this condition violates state standards.
B. Trainee will know why proper lighting, heat and ventilation are important for children's health and learning, and how to provide the appropriate conditions.	1. Given the imaginary condition of an unheated room, the trainee can state at least one reason why this condition is detrimental to children. This reason must either correspond to a reason on the suggested list or be acceptable to the instructor.

Unit I

Module 1

Instructional Objectives	Behavioral Objectives
	2. Given the imaginary condition of a windowless room, the trainee can state at least one reason why this condition is detrimental to children. This reason must either correspond to a reason on the suggested list or be acceptable to the instructor. 3. Given the imaginary condition of an unheated room, the trainee can state at least one possible solution for the problem. This solution must either correspond to a solution on the suggested list or be acceptable to the instructor. 4. Given the imaginary condition of a windowless room, the trainee can state at least one possible solution for the problem. This solution must either correspond to a solution on the suggested list or be acceptable to the instructor.
C. The trainee will know what governmental standards exist pertaining to	1. Given a series of 10 pictures, the trainee will select #9 as an example

Instructional Objectives	Behavioral Objectives
size, layout and maintenance of physical space in preschool.	of dangerously peeling paint. 2. Given a series of 10 pictures, the trainee will select #4 as an example of an inadequately maintained floor. 3. Given the imaginary condition of a yard that is not fenced, the trainee will note on the form provided that this condition violated state standards. 4. Given the imaginary condition of a center with no isolation room for a sick child, the trainee will note on the form provided that this condition violates state standards.
D. The traines will know <u>why</u> the standards exist, and how to improve conditions that are in violation of governmental standards.	1. Given the imaginary condition of an unfenced yard, the trainee can state at least one reason why this condition is detrimental to children. This reason must either correspond to a reason on the suggested list or be acceptable to the instructor.

Unit I

Module 1

Instructional Objectives	Behavioral Objectives
	2. Given the imaginary condition of a center that has no isolation room for a sick child, the trainee can state at least one reason why this condition is detrimental to children. This reason must either correspond to a reason on the suggested list or be acceptable to the instructor. 3. Given the imaginary condition of an unfenced yard. The trainee can state at least one possible solution for the problem. This solution must either correspond to a solution on the suggested list or be acceptable to the instructor. 4. Given the imaginary condition of a center that has no isolation room, the trainee can state at least one possible solution to the problem. This solution must either correspond to a solution on the suggested list, or be acceptable to the instructor.

Unit I

Module 1

Module I: Planning the Physical Environment

Instructional Objectives	Behavioral Objectives
E. The trainee will know what governmental standards exist pertaining to toilets, sinks, cots and other equipment in the preschool center	1. Given a series of 10 pictures, the trainee will select #7 as an example of an inadequately barred window. 2. Given a series of 10 pictures, the trainee will select #3 as an example of inadequate toilet facilities. 3. Given the imaginary condition of not enough cots for every child, the trainee will note on the form provided that this condition violates state standards.
F. The trainee will know <u>why</u> the standards exist, and <u>how</u> to improve conditions that are in violation of governmental standards.	1. Given the imaginary condition of a center without enough cots for each child, the trainee can state at least one reason why this condition is detrimental to children. This reason must either correspond to a reason on the suggested list, or be acceptable to the instructor. 2. Given the imaginary condition of a trash barrel without a lid, the trainee can state at least one reason why this condition is detrimental to children. This reason must

Unit I
Module 1

Instructional Objectives	Behavioral Objectives
	either correspond to a reason on the suggested list, or be acceptable to the instructor. 3. Given the imaginary condition of a center without enough cots, the trainee can state at least one possible solution to the problem. This solution must either correspond to a solution on the suggested list, or be acceptable to the instructor. 4. Given the imaginary condition of a trash barrel without a lid, the trainee will be able to state at least one possible solution to the problem. This solution must either correspond to a solution on the suggested list, or be acceptable to the instructor.

Module 1. Planning the Physical Environment

Trainee: _____

Instructor: _____

Field Supervisor: _____

	How Many?	Where?	When?
Class Sessions	1		
Field Visits	1 2		

Unit I
Module 1

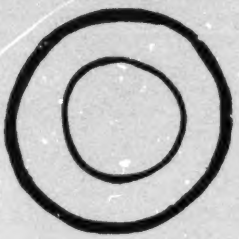
Instructor's Activity Outline

ACTIVITY	MATERIAL
0. Overview of session I	Overview Module Description folders
1. Introduction of reading materials S	Activity Folder A1
2. Compiling list of unsafe conditions S	Activity Folder A2
*3a. Slide-sorting I,C	Slides, box U1 M1 A3a Projector Activity Folder A3a
*3b. Checking Activity S	Pictures, box U1 M1 A3b Activity Folder A3b
4. Categorizing, reasons, solutions (S,C)	Activity Folder A4
5. Checking Activity S	Activity Folder A5
6. Field activity directions and forms S,C	Activity Folder A6

*Please turn to Page 13 for special instructions for these activities.

Unit I

Module I



Instructor's Directions

Session Overview

Purpose of Activity: To make trainees aware of the purpose of the module

To make trainees aware of what materials they will receive

To make trainees aware of what they are expected to know at the end

Mode: Instructor-led

Setting: Whole Group

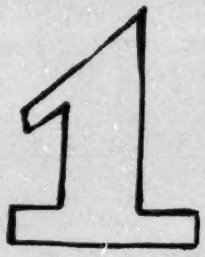
Checking Activities: None

Procedures

1. Give trainees Module Description.
2. Have each trainee read module overview.
3. Explain any parts not understood.
4. Discuss overview with group.

Unit I

Module I



Instructor's Directions

Introduction of Reading Materials

Purpose of Activity: To make sure trainees are provided with copies of reading material

To make trainees aware of when and how they are to read material

To make trainees aware of how their knowledge of the reading material will be used

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activities: None

Procedures

1. Have each trainee read directions.
2. Explain any parts not understood.

Unit I

Module I

Instructor's Directions

Compiling List of Unsafe Conditions

Purpose of Activity: To have trainees think about what conditions are unsafe/unhealthy in preschools

To have trainees compile their own checklist of such conditions.

Mode: Trainee Self Instructional

Setting: Individual or Small Group

Checking Activities: None

Procedures

1. Have each trainee read directions and perform activity as directed.
2. Lend assistance as desired.

Unit I
Module I

3a

Instructor's Directions

Slide-Sorting

Purpose of Activity: To see whether trainees can identify unsafe/unhealthy conditions at sight

To help trainees to identify these conditions if they are having difficulty

Mode: Combination of Instructor-led and Trainee Self-Instructional

Setting: Whole Group/Individual

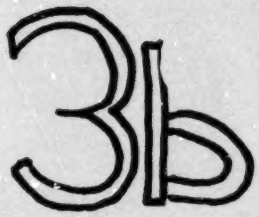
Checking Activities: One (U1, M1, A3b)

Procedures:

1. Set up screen and projector.
2. Have trainees read directions for activity, take out pencils, etc.
3. When all are ready, show slides in order, giving slide numbers. (Leave time between each slide for trainees to mark their score sheet.)
4. Either lead a discussion or let trainees discuss it among themselves.
5. Show slides again, if desired, briefly comment on each one.

Unit I

Module I



Instructor's Directions

Checking Activity for 3a

Purpose of Activity: To check whether trainee can identify unsafe/unhealthy conditions from pictures

Mode: Trainee Self-Instructional

Setting: Individual

Checking Activity: _____

Procedure

1. When trainee feels she is ready to be checked in this area, have her get out activity folder and perform activity.

2. Check score sheet. If trainee has been successful, indicate this to her. If she has not been successful, plan to spend time with her, preferably during this session, to go over her work.

3. Criteria for successful checking activities are as follows: (see sample)

Unit I

Module 1

Activity 3b Scoresheet

(Sample)

Is It: (CHECK ONE)

	Safe/Healthy	or Unsafe/Unhealthy?	What condition is shown?
#1		X	No window - Inadequate light and ventilation.
#2			
#3		X	Inadequate toilet facilities
#4		X	Inadequate floor
#5			
#6			
#7		X	Inadequately barred window
#8			
#9		X	Peeling paint
#10			

Instructor's Directions

Categorizing, Reasons, Solutions

Purpose of Activity: To categorize the previously compiled list of criteria for safety and health

To suggest some reasons why certain conditions are unsafe/unhealthy

To suggest some ways to solve these problems

Mode: Trainee Self Instructional

Setting: Individual or Small Group

Checking Activity: One (U1, M1, A5)

Procedures:

1. Have trainees read and perform activity.
2. Give assistance as needed.

Unit I

Module I

5

Instructor's Directions

Checking Activity for A4 and A6

Purpose of Activity: To check whether trainee, for each of six selected conditions, can:
a) state a reason why it is unsafe
b) tell whether it violates state regulations
c) state a solution to the problem.

Mode: Trainee Self Instructional

Setting: Individual

Checking Activity: _____

Procedures

1. When trainee feels she is ready to be checked in this area, have her get out activity folder A5 and perform the activity.
2. Check score sheet. If trainee has been successful, indicate this to her. If she has not been successful, plan to spend some time with her, preferably during the final session, to go over her work.
3. Criteria: Trainee's score sheet must look like the sample except that the reasons and the solutions offered must either come from the suggested lists or be acceptable to you.

Instructor's Direction

Activity 5 (cont.)

Sample:

Conditions	Why?	State Reg?	Solution?
1. No heat		Yes	
2. Yard not fenced		Yes	
3. Windowless room		Yes	
4. Not enough cots		Yes	
5. No isolation room		Yes	
6. Uncovered trash barrel		No	

Unit I

Module I

Instructor's Directions

Field Activity Directions and Forms

Purpose of Activity: To inform trainee of her field activity

To provide trainee with observation forms for field activity

Mode: Trainee Self Instructional

Setting: Individual

Checking Activity: One (U1, M1, A5)

Procedures

1. Have each trainee read directions and make entries on forms as directed.
2. Help as needed.

Field Supervisor Information

Your Objective: To help trainee fill in forms as directed in Activity 6

What to Do

1. Ask how she is managing.
2. Check her forms or go over them with her.
3. Help as you think she needs.
4. Consult with instructor if trainee seems really at sea.

Required Materials

1. Copy of trainee's Activity Folder 6
2. Copy of trainee's Activity Folder 4

Module 1

There are some activities in this module that require special materials. These materials are needed to complete the activities. The materials needed are:

For Activity 3a

Twelve pictures or slides of safe and healthy and unsafe or unhealthy conditions in a preschool classroom. Each picture or slide should be numbered.

For Activity 3b

Ten pictures or slides. Five should show safe and healthy conditions in a preschool center. Five should show unsafe or unhealthy conditions in a preschool center. For possible conditions, consult Activity 3b scoresheet in the Instructor's section of the module.

REFERENCES

Penna. D.P.W., Child Day Care Centers Subject to Licensing - Title 5300 - 1969

Penna. D.P.W., Child Day Care Centers Under Social Service Auspices - Title 4600 - 1967

American Academy of Pediatries - Standards for Day Care Centers for Infants and Children - Day Care and Child Development Council of America, 1971

New Jersey Department of Education, Standards for Approval of Child Care Centers, 1970

Safety in the Preschool - Parent Cooperative Preschool International, Quebec, Canada, 1972

Planning Environments for Young Children, Kritchensky, Prescott & Walling, NAEYC, Washington, D.C. 1969

Unit I

Module 1

ACTIVITY LIST

Activity	Materials	Special Instructions
0. Session Overview	"Module Description" Folder	
1. Reading Assignment	Activity Folder A1	
2. "What is safe? What is unsafe?"	Activity Folder A2	
3a. Slides	Activity Folder A3a	
3b. Pictures	Activity Folder A3b Pictures from Box U1,M1,A3b	
4. "What and Why?"	Activity Folder A4	
5. "Imaginary Observation"	Activity Folder A5	
6. Your Field Activity	Activity Folder A6	

Unit I

Module 1

GLOSSARY

Physical Environment - space in which pre-school is situated.

(Pre-school) staff - teachers, assistants, aides, volunteers, or any other adult.

Atmosphere - What is felt or sensed in a room.

Layout - the way rooms or parts of rooms are placed in relation to each other.

Equipment - large or medium sized movable items, as furniture or play equipment, that are relatively permanent in the pre-school center.

Unit I

Module 1

Overview

This module has to do with "physical environment" that is the space in which the pre-school is situated, and the ways that space is arranged and maintained. For this module, we will only be concerned with things that affect the health and safety of children and staff, as they apply to the "physical environment".

You will be given three kinds of materials to use for this module:

1. Some reading material pertaining to a safe physical environment. This packet of reading materials will give you an idea of what kinds of things go with a safe environment for children and teachers.
2. A package of self-instructional materials to use during class sessions at Community College. Your instructor will help you to understand the directions, and work with you in understanding your work, and in deciding what to do next.
3. A set of observation forms, with directions for how to use them, to take with you when you go to your preschool field work assignment. A field supervisor will help you to use these forms, plus help with any other problems you may be having during these site visits.

At the end of this module, it is expected that you will be able to do 3 things:

1. To recognize unsafe conditions in a preschool (including, but not limited to, conditions that represent a violation of state laws).
2. To know why the conditions you have recognized are unsafe.
3. And to know how to go about correcting these conditions, insofar as possible.

Unit I

Module 1

Reading Assignment

Purpose of Activity: To give you your reading assignment, and the materials you will be reading.

DIRECTIONS FOR ACTIVITY 1.

Here are some materials for you to read. You will be asked to refer to them during the following activities, but you will not have time to read them with close attention until after this training session. However, you should plan to read them and make yourself familiar with them at some time before you begin your preschool observation.

The underlined portions are the parts of the Pennsylvania State regulations pertaining to day care that you will have to know well. Perhaps you will need to memorize them. You will need to be able to tell, later on, whether conditions that vou observed are in violation of state regulations.

Unit I

Module 1

Reading Material from Pennsylvania Department of Public Welfare, "Day Care Centers Subject to Licencing" (Title 4600)

1. Lead paint should not be used on anything a child can reach.
2. Paint and plaster must be in good condition. Peeling paint and plaster must be repaired immediately to protect children from lead poisoning.
3. There must be a guard or a screen around a low window so that children cannot fall out.
4. There should not be any exposed electrical outlets that children can reach.
5. Steam pipes and radiators should be covered so that children cannot burn themselves.
6. Cleaning supplies and detergents shall be kept in a locked cupboard or cabinet.
7. The floors of all rooms in the center shall be washable and smooth with no splinters. All cement floors shall be covered with linoleum or other suitable material.
8. The plant shall be kept clean, free from dampness, odors, vermin, and the accumulation of trash. Plumbing shall meet state and local plumbing codes.
9. There shall be at least one stationary washbowl and one toilet for each ten children under six years of age. Toilet seats shall be of an open sanitary type.
10. Toilet and wash basins shall be in a location near to play rooms, nap rooms, and the playground.
11. A minimum temperature of 70° Fahrenheit shall be maintained in all rooms used by children.
12. Fireplaces shall be securely screened.
13. Every room used for playing, eating, or sleeping shall have

one or more windows through which light and fresh air may enter.

14. There shall be a minimum of 35 square feet of clear floor area for each child. This floor area shall be exclusive of space occupied by cupboards, toy shelves, large equipment, stacked furniture and equipment, and exclusive of halls, bathrooms, offices, kitchen, locker rooms, etc. The same area may be used for both play and sleep.
15. An isolation room or protected space shall be provided for the temporary care of the child who becomes ill while attending the center. This space shall be so located that it is easily supervised.
16. Space equipped with hooks and shelves at child-height shall be provided for each child's outdoor clothing.
17. Outdoor play space shall be adjacent to the center and safely accessible. When not adjoining the premises there must be suitable equipment and toilet facilities available and staff members must accompany children to and from the playground. The play area shall be fenced or otherwise adequately protected.
18. The outdoor play space must provide a minimum of 65 square feet of space per child. The total outdoor play space shall be sufficient in size to accommodate at least half of the total established child capacity. The space used for any one group shall be in one spot with no part less than 15 feet in width.
19. A day care center shall have a minimum of 65 square feet of outdoor play space per child, times one-half the total established child capacity of the center, but in no case shall the space be less thatn 650 square feet.
20. There shall be sufficient sturdy child-size tables and chairs of varying heights to provide appropriate accommodations for

each child.

21. Furniture shall be of safe material and construction and maintained so that it is free of sharp edges and splinters.
22. Tables shall be of a size to accommodate from four to eight children and be suitable for both play and food services.
23. Each child shall be assigned a separate cot or bed with appropriate clean bedding.
24. The child shall have the exclusive use of bedding given to him until it is ready to be laundered. Bed linens shall be clean at all times and laundered at least once a week.
25. Cots shall be light in weight and easily moveable.
26. A separate, clean rug or mat if used for short rest periods shall be given to each child.
27. Each child shall have a separate clean towel, washcloth and comb or brush. Towels and washcloths shall be kept clean and laundered at least once a week. Paper towels are acceptable for use both as towels and washcloths.

WHAT CAN HAPPEN IF:

The Lighting is Bad:	Poor lighting can cause eye-strain. Poor lighting can cause accidents because a step was not seen.
The Ventilation is Poor:	Poor ventilation can make a child sleepy. Poor ventilation helps spread colds.
The Heating is Bad:	Too little heat tends to cause colds and other illnesses. Too much heat causes sleepiness and inattention, (The same way as poor ventilation).
There are too few Toilets:	A child may have to wait too long and become frustrated, ill, or have accidents. A toilet that is used all the time is more likely to clog up. A clogged toilet is unsanitary.
Bathroom water runs too hot:	Hotter that 110^{o} may burn children using the sinks.
The Bedding is Poor:	Each child must have his own cot, sheets, blankets etc. so that he can get enough rest, without having to wait, or do without. Each child should have his own bed to cut down on catching colds, rashes, etc.

The Room Is too Small:	A small room leads to overcrowding and accidents.
The Yard is too Small:	A small yard leads to overcrowding and accidents. Also, a small yard or room will not allow space for some activities and so the quality of the program will be cut down.
Not enough Exits:	Children may not be able to get out in case of a fire. More than one exit is necessary.
Isolation Room:	Needed to protect other children from possible contagious diseases. Also, a sick child needs rest and attention.
Location of Toilets:	Should be easy for teachers and children to use to lessen the task of supervising the bathroom.
Walls and Floors	Paint should be in smooth, good condition to eliminate danger of lead poisoning. Both walls and floors should be easily washed. Should not be splintery.
Steam Pipes and Radiators:	Should be padded or screened in such a way that children or staff will not bump against them and be burned.
Windows:	Should be barred if low so that children will not fall out.

Storage of Trash:

Flammable materials should be properly stored for as short a time as possible, to eliminate the danger of fire. Trash should be stored in covered cans and removed promptly to eliminate the danger of bringing insects and rodents.

WHAT YOU CAN DO ABOUT:

1. Bad Lighting:	Change the bulbs. Take down shades or curtains. Bring in more light fixtures.
2. Poor Ventilation:	Open a window. Open a door. Put in a fan or air conditioning.
3. Poor Heat:	Turn up the heat. Turn down the heat. Space heaters are not allowed. Open a window or door.
4. Not Enough Toilets:	Bring the matter to supervisor's attention. Bring in portable toilets (a last resort - not too desirable).
5. Not Enough Bedding:	Request more cots and/or blankets. See that bedding is laundered more frequently - clean it yourself if needed.
6. Room Too Small	Divide group size. If possible, make space larger by removing partition or wall.
Yard Too Small:	Reduce group size.
7. Blocked Exits:	Move furniture so that exits are clear. Arrange for a window to be an

		exit by taking bars off.
8.	No Isolation Room:	Make room for this purpose.
9.	Poor Location of Toilets:	Bring matter to supervisor's attention. Possibly move group to another classroom.
10.	Walls and Floors that are in bad shape:	Take matter to supervisor. Put down rugs on floors. Hang posters etc. on walls. Possibly organize recruits to wash and paint, if all else fails. Use contact paper on walls.
11.	Exposed Steam Pipes:	Bring matter to supervisor's attention.
12.	Radiators not Screened:	Wrap insulation around pipes. Place screen or barrier in front of the radiator.
13.	Low Windows not Barred:	Bring matter to supervisor. Nail strips of wood across opening.
14.	Unsafe Storage of Combustibles:	Throw all old paper etc. away as soon as possible. Arrange to clean out closets, basements, etc.
15.	Trash and Garbage Problems:	Throw away any 'old' trash. Call an exterminator if necessary. Instruct staff to be careful.

16. Unfenced Yard:	Take matter to supervisor. Go out with only small groups of children and extra people. Teach children to stay in yard.

Unit I

Module 1

"What is safe? What is unsafe?"

Purpose of Activity: To help you to think of what things to look for when you want to know if a center is safe or not safe.

DIRECTIONS FOR ACTIVITY 2

1. How can you tell if a classroom is safe for children? Try to think of some things you feel would be unsafe or unhealthy for children. Write them down on the next page.

   How many things did you think of? Pick a partner and compare your lists. Did you think of the same things as your partner? Try to add things to your lists by working together. Try to think of at least three more things to add to your list.

   Now look at the list of Pennsylvania State Standards that you have been given. How many things you wrote down are listed in the State regulations? Put a mark next to them. How many things in the state regulations are not on the list you made? Add them to your list now.

   By now, each one of you should have a very long list of unsafe and unhealthy conditions. If you saw the things on your list in a preschool classroom, you would know that the classroom was unsafe and/or unhealthy. Be sure to keep this list. You will be using it again.

   Take a break until everyone has finished making a list.

ACTIVITY 2

Write your ideas here:

Unit I

Module 1

3a

Slides

Purpose of Activity: To help you to tell by looking at things you might see in pre-school, whether they are safe and healthy or not.

DIRECTIONS FOR ACTIVITY 3a

Now the instructor will show some slides of preschool classrooms. Each slide will have a number, which the instructor will call out. Look at the next page of your instruction sheet. After each slide is shown, choose whether what is shown is safe or unsafe. Make a mark in the appropriate box. There is also room for you to explain your answer by saying what the condition is if it is bad. For instance, you might write "rusty nail," or "dirty floor" if that's what is shown in the slide. When the instructor has finished showing the slides, compare your answers with someone else's answers. Did you agree on all of them? On most of them? Now the instructor will show each slide again. See if you need to change what you wrote.

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Module 1

Activity 3a: Checking form for slides

Check one:

	Is it safe & healthy?	Is it unsafe or unhealthy?	What condition is shown here?
#1			
#2			
#3			
#4			
#5			
#6			
#7			
#8			
#9			
#10			
#11			
#12			

Unit I

Module 1

Pictures

Purpose of Activity: To check whether you can recognize an unsafe or unhealthy condition from a picture.

DIRECTIONS FOR ACTIVITY 3b

1. For this activity, you will need:

   The series of pictures (U1, M1, A3b)
   A copy of the score sheet (next page)

2. Look at these pictures. Each one shows a specific condition in a preschool center. Some show safe and healthy conditions, some show unsafe or unhealthy conditions. Decide what each picture shows.

3. Check the right box in the first two columns of your score sheet. In the third column, write what the condition you see is.

4. Put your name on the score sheet. Give it to the instructor. Do not talk about your answers with anyone until you have done this.

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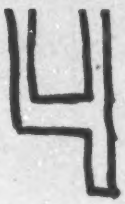
Module 1

ACTIVITY 3b. SCORE SHEET

Name: _____

Is it: (CHECK ONE) Safe/Healthy or Unsafe/Unhealthy?		What condition is shown?
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		



Unit I

Module 1

"What and Why?"

Purpose of Activity: 1) To help you to organize your observations of unsafe conditions.

2) To find some reasons for your observations of unsafe conditions

3) To find some ways to help correct the unsafe conditions you may observe

DIRECTIONS FOR ACTIVITY 4

Look again at the list you made earlier of things you would look for if you were trying to decide whether or not a center was safe for children, (Activity 2).

You will see that some of the things have to do with what you feel or sense as you enter a room, like how hot or cold it is, whether it is dark or light, cheerful or gloomy, noisy or quiet. These things make up the ATMOSPHERE of the classroom.

Some of the things on your list deal with the way the center is built. For example, how big is it, how many doors are there?, where are they placed, and where do they lead to?, where are the bathrooms? and so forth. Such things deal with a center's LAYOUT. A teacher who wants to correct an unsafe layout will have to be very creative since you will not usually be able to tear the school down and rebuild it.

Some of the things on your list deal with the way things in the room are arranged. Things that are not part of the building and that can be easily moved are part of the EQUIPMENT of a classroom. If a radiator screen or a bookshelf needs to be moved, it can be done easily.

(Directions for Activity 4 - Cont.)

Look at your list item by item. See if you can tell if an item deals with ATMOSPHERE, LAYOUT or EQUIPMENT. As you decide what group an item belongs to mark it with an "A" for atmosphere and "L" for layout, or an "E" for equipment. Some items may belong in more than one group. Some items may not seem to fit into any group. If you find you are having trouble, talk it over with the other trainees or with the instructor

Now it is time for you to look at the list of suggested reasons why a condition is unsafe or unhealthy, and the list of suggested solutions for these problem conditions. (You have received these lists as part of your package of "Reading Materials"). Look over the lists, and see what reasons you can find for each thing you have named, and which thing could be solved or improved in the ways suggested. You will probably think of other possible reasons and solutions yourself. Be sure to add these to the list. Talk about these possible reasons and solutions with some of the other trainees. Later on, you will be asked to find reasons for and ways to improve some common problems. The more ideas you have, the better. Do a good job brainstorming - then stop and take a break.

"Imaginary Observation"

Purpose of Activity: To check whether you can do three things:

1) Tell what conditions violate state regulations
2) Tell why certain conditions are unsafe or unhealthy
3) Tell what to do about them

DIRECTIONS FOR ACTIVITY 5

Look at the next page. This sheet looks just like the observation sheets you will take to your preschool. But instead of filling in the conditions yourself, six unsafe/unhealthy conditions have already been filled in. Imagine that you are seeing each of these conditions in a preschool setting. You are to fill in each column by answering the question at the top of that column. Your reasons and your solutions to the problem must either come from one of the suggested lists, or must be okayed by the instructor. You must also know whether or not each condition represents a violation of state regulations. However, you should not look at the "reading material" as you work. You should know the reading materials well enough to be able to work the sheets from memory.

When you have finished, write your name on the sheet and hand it to the instructor. Do not talk about it with anyone else.

Unit I

Module 1

Name _____

SCORE SHEET FOR ACTIVITY 5

Describe the Problem Condition	If you see this cond. Check Here	Why do you thing this condition is unsafe?	Does this violate state regs.?	What could the teacher do to correct the situation
1. No heat				
2. Yard is not fenced				
3. Room has no window				
4. Not enough cots for each child				
5. No isolation room				
6 Uncovered trash barrels				

Unit I

Module 1

Your Field Activity

Purpose of Activity: To tell you what you are going to do during your preschool visit.

DIRECTIONS FOR ACTIVITY 6

The next 3 sheets you will receive are for you to take with you to your preschool. One is headed Atmosphere, one is headed Layout, and one is headed Equipment.

In the first column on each sheet, write down the conditions that go under that heading. For instance, if you have decided that the item "inadequate lighting" belongs under Atmosphere, write "inadequate lighting" in the first column of the observation sheet that is called Atmosphere. Do the same for each item that you have been working with.

Take the sheets with you to the preschool. For each condition that you find (you will not find them all) fill out the other 3 columns on each sheet. Your field supervisor will help you, and you will also want to refer to your package of "Reading Materials" as you work.

Try to fill out as much of the forms as you can by the end of the first week of your field placement. You may need to do some of the work at home at night or on a day when you are not working. Keep the forms for your own reference, and for talking with your instructor, your field supervisor, and other trainees.

Unit I

Module 1

OBSERVATION FORM

ATMOSPHERE

Describe the Problem Condition	If you see this cond. Check Here	Why do you think this condition is unsafe?	Does this violate state regs. ?	What could the teacher do to correct the situation?
33				

Unit I

Module 1

OBSERVATION FORM

EQUIPMENT

Describe the Problem Condition	If you see this condition Check Here	Why do you think this condition is unsafe	Does this violate State Regs.?	What can the teacher do to correct the situation?

Unit I

Module 1

OBSERVATION FORM

LAYOUT

Describe the Problem Condition	If you see this condition Check Here	Why do you think this condition is unsafe,	Does this violate state regs.?	What could the teacher do to correct the situation?